



Physical Education

Curriculum Overview

Masefield Primary School

Physical Education National Curriculum in England

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Intent for Physical Education at Masefield

The Physical Education (PE) curriculum at Masefield is designed to allow children to experience a wide range of activities which help them develop their health, fitness and mental wellbeing. We strive to offer a high-quality physical education curriculum which helps children succeed in competitive sport and other physically demanding activities.

At Masefield, PE is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality PE teaching.

The school's long term plan for PE sets out the content of teaching within in each year group. This is supported by the school's PE progression document which demonstrates learning outcomes within each strand of development within a PE unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the PE curriculum provides structured opportunities for pupils to:

- develop the health, well-being, fitness and coordination of children;
- encourage teamwork, unity and collaboration with class members and peers, (school learning dispositions)
- develop a positive attitude to physical activity, physical education and a healthy lifestyle;
- develop the interpersonal qualities of tolerance, patience, discipline, taking turns and perseverance;

- foster community links within local High schools, Sporting Associations and local primary schools
- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Teaching and Learning Delivery Model: Building Knowledge through Challenge

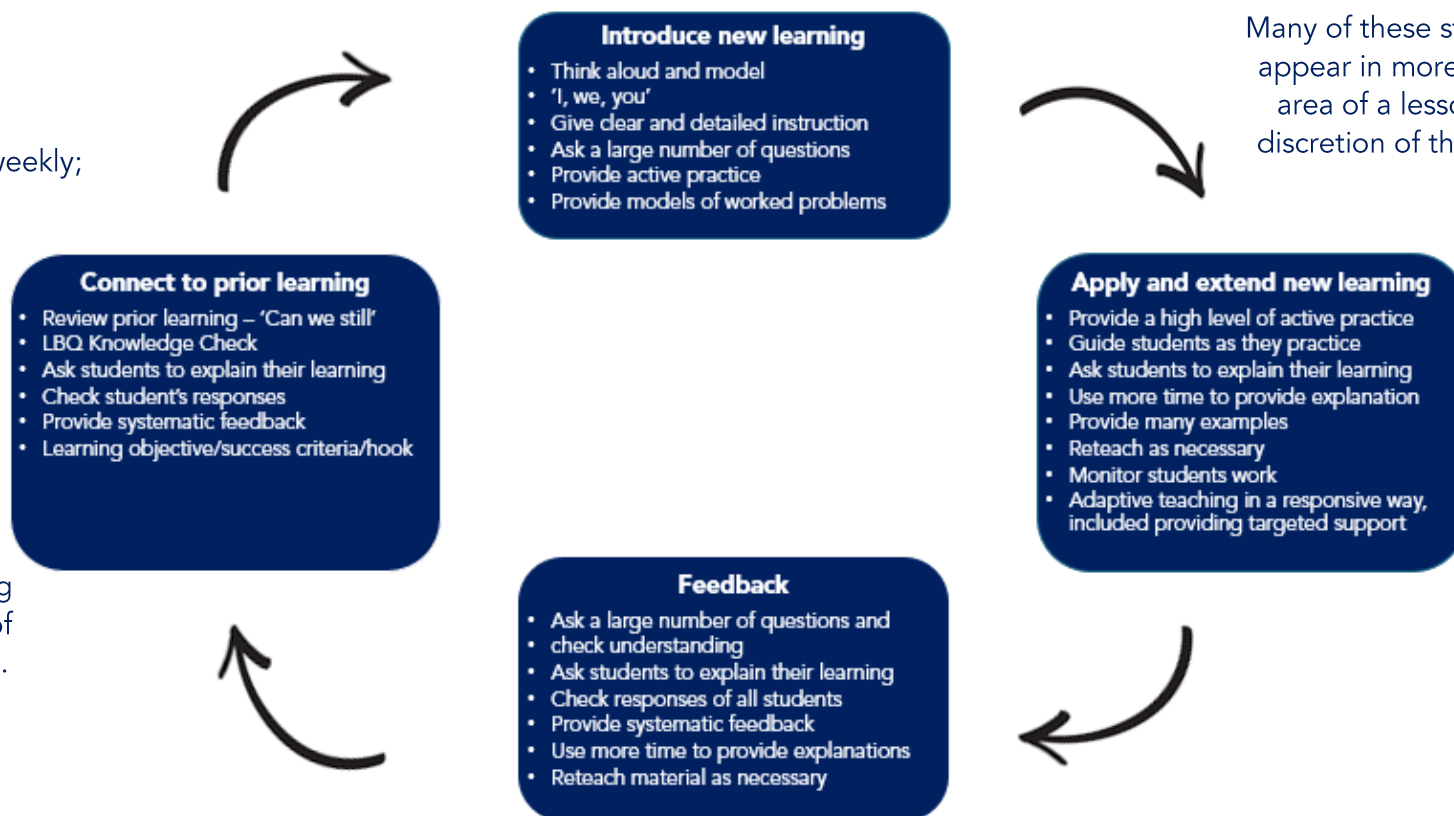


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> ✓ Have high expectations for all groups of children ✓ Have strong subject knowledge ✓ Promote independence ✓ Promote confidence ✓ Offer praise and encouragement ✓ Are enthusiastic and positive about learning ✓ Model good learning ✓ Offer high quality conversation and talk 	<ul style="list-style-type: none"> ✓ Have a distinct knowledge base ✓ Are purposeful ✓ Are memorable ✓ Are active ✓ Are engaging ✓ Are focussed ✓ See children and teachers working as a learning team 	<ul style="list-style-type: none"> ✓ Increase knowledge ✓ Develop basic skills ✓ Meet children's individual learning needs ✓ Broaden and extend experiences ✓ Offer an opportunity to try new things ✓ Are cross curricular if appropriate ✓ Offer first hand experiences through trips or visitors

There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Adaptive Teaching



"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum. The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be reading they will do as part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	



SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g extend more able learners through open-ended questions when providing feedback.



Three Pillars of Progression



Types of Knowledge Learnt

Substantive Knowledge

Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practised through spoken or written observations of a practical demonstration.

Disciplinary Knowledge

Knowing how to apply declarative facts. Best practised through demonstration or participation.

Hands, Head and Heart Categories

We apply the Hands, Head and Heart categories across the curriculum to incorporate the Three Pillars of Progression and Types of Knowledge Learnt.

HANDS

Disciplinary knowledge; acquiring, developing and performing physical skills; motor competence; locomotor skills; stability skills; manipulation skills.



HEAD

Substantive knowledge, understanding and awareness of skills; recognising and applying rules and tactics; self/peer reflection and assessment; changing performance to become more successful; written and verbalised understanding.



HEART

Understanding the benefits to sport and activity; health and wellbeing; PSHE objectives; teamwork and cooperation; leadership.



Long-term Overview for Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Nursery	Space		Balance		Travel	
EYFS: Reception	Me and Myself	Movement Development	Working with Others	Dance	Fitness	Fun and Games
Year One	Fitness/ Football	Dodgeball	Gymnastics	Dance	Rounders	Athletics/OAA
Year Two	Football/ Fitness	Dodgeball	Gymnastics	Dance	Rounders	Athletics/OAA
Year Three	Tennis/ Orienteering	Dodgeball/ OAA	Gymnastics/ Hockey	Netball/ Football	Rounders/ Cricket	Athletics/ Dance
Year Four	Tennis/ OAA	Dodgeball/ Hockey	Gymnastics/ Football	Netball/ Orienteering	Rounders/ Cricket	Athletics/ Dance
Year Five	Tennis/ Hockey	Dodgeball/ Football	Gymnastics/ Orienteering	Netball/OAA	Rounders/ Swimming	Athletics/ Dance
Year Six	Tennis/ Football	Dodgeball/ Orienteering	Gymnastics/ OAA	Netball/ Hockey	Rounders/ Swimming	Athletics/ Dance

Knowledge and Skills Progression

Early Years							
Ball Skills	Dance	Fun and Games	Fitness	Me and Myself	Throwing and Catching	Movement Development	Working with others
<ul style="list-style-type: none"> • Understanding of safety and consideration of risk when using equipment • Play in a group and collaborate play ideas with others. • Take turns to share and begin to understand needs and support of others. • Increase control when moving a large ball. 	<ul style="list-style-type: none"> • Recognise that actions can be reproduced in time to music; beat patterns and different speeds. • Perform a wide variety of dance actions both similar and contrasting. • Copy, repeat, and perform simple movement patterns. • Count and move to beats of 8. • Copy and repeat movement patterns. • Work as an individual, in partners, and as a group. 	<ul style="list-style-type: none"> • Run with coordination and skill. • Adjust speed and direction to negotiate obstacles. • Take turns to share and begin to understand needs and support of others. • Show understanding of counting and moving at the same time. • Play with enjoyment and freedom within defined rules. 	<ul style="list-style-type: none"> • Improve agility, balance, coordination, strength and over all physical fitness. • Teamwork. • Develop jumping. • Basic problem solving whilst playing. • Balance as part of a team and individual. 	<ul style="list-style-type: none"> • Ability to get changed. • Play with enjoyment and freedom within defined rules. • Converse with others. • Run with coordination and skill. • Adjust speed and direction to negotiate obstacles. • Link sounds, letters and movements. 	<ul style="list-style-type: none"> • Control when catching. • Increased control when moving an object through pushing, throwing and rolling. • Move with confidence and skill. • Follow and respond to simple instructions and rules. 	<ul style="list-style-type: none"> • Travel with increased confidence. • Move with safety and awareness. • Move with skill and enjoyment. • Adjust speed and direction to negotiate obstacles. 	<ul style="list-style-type: none"> • Play as a group or team. • Take turns to share and begin to understand needs and support of others. • Play whilst responding to others' instructions. • Adjust speed and direction to negotiate obstacles.
<p>Kicking. Throwing. Aiming. Catching. Bouncing. Working in pairs to score points. Moving a ball around the body. Using body parts on a ball. Traveling with a ball. Basic dribbling with hands and feet. Stopping and controlling a ball. Throwing a ball to others or targets. Underarm throwing.</p>	<p>Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work. Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat actions. Perform a themed dance motif.</p>	<p>Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination. Perform basic actions with others. Combine</p>	<p>Link colours and numbers in games. Fast feet. Running on toes. Quick reactions. 2 feet jumping. Running and jumping. Finding and moving into space. Controlled movements such as crawling. Jumping. Skipping running and walking. Moving like animals. Moving to music. Balancing using body</p>	<p>Getting changed into full kits. Organizing own belongings. Getting back into uniforms. Quickness. Throwing and catching with others. Using communication to throw and catch. 2 hand catching. Throwing and kicking to a target. Finding and moving into space. Running on toes. Simple changes of direction.</p>	<p>Moving into space. Quick moving. Hand eye coordination. Small and large ball work. Throwing. Catching. Rolling. Stopping. Bouncing. Continuous bouncing. Using the body to control a ball. Listening and instruction games. Passing with partners. Aiming</p>	<p>Agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions. Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance.</p>	<p>Throwing. Catching. Passing. Moving as teams. Kicking. Rolling. Dribbling. Working together and cooperating. Speaking to others and sharing. Simple problem solving. Counting and recognising words and numbers in team games. Agility, balance and coordination with a variety of equipment</p>

2 handed catches. Inside of the foot kicking. Simple dribbling.		basic skills to play games.	parts. Agility, balance and coordination.				such as quoits, hoops, balls and beanbags.
Collect. Bounce. Games. Count. Pass. High. Low. Hands. Feet. Safe. Height. Send. Roll. Kick. Catch. Throw.	Teamwork. Music. Movement. Count. Together. Counting. Create. Ideas. Dance. Impression. Mirror. Character.	Look. Listen. Talk. Hear. Tidy. Together. Count. Direction. Play. Win.	Jumping. Balance. Weave. Healthy. Speed. Fast. Slow. Dodge. Zig zag. Land. Safe. Space. Strong. Exercise. Quick.	Uniform. Pants. Jumper. Shirt. Shoes. Kit. Trainers. Pumps. Shorts. Bag. Table. Listen. Organize. Speed. On. Off.	Throw. Catch. Watch. Aim. Target. Ready. Roll. Bounce. Count. Help. Team. Partner. Hands. Eyes. Watch.	Control. Flow. Coordination. Slow. Fats. Low. High. Aware. See. Move. Space. Crate. Run. Jog. Walk. Speed.	Throw. Catch. Watch. Aim. Ready. Target. Help. Share. Count. Wait. Talk. Listen.

Links to Early Learning Goals

Personal, Social and Emotional Development – Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating. Physical Development – Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination a strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy. Communication and Language – Listen attentively and respond, participate in discussions, express ideas, and feelings. Understanding the World – Draw information from a simple map. Describe what they see, hear and feel outside. Expressive Arts and Design – Perform and try to move in time with music, move and talk about music. Watch and talk about dance. Develop storylines.

Invasion – Knowledge Progression Overview

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Hands</p> <ul style="list-style-type: none"> • Use basic skills and movements including running, jumping, throwing, and catching. • Apply basic skills and movements in competitive and cooperative activities. • Refine body control using agility, balance, and coordination. <p>Head</p> <ul style="list-style-type: none"> • Apply simple strategies and tactics for attacking and defending. • Recognise simple rules and use them in competitive and cooperative games. <p>Heart</p> <ul style="list-style-type: none"> • Follow simple rules and cooperate well with others. • Explain why we enjoy exercise. 	<p>Hands</p> <ul style="list-style-type: none"> • Refine basic skills showing increased consistency. • Send and receive with both hands and feet. • Refine different ways to control bodies and a range of equipment. • Link combinations of skills (e.g. dribbling and passing). <p>Head</p> <ul style="list-style-type: none"> • Recognise and recall combinations of skills. • Select and apply a range of simple tactics. • Recognise good skill in others with basic reasoning (e.g. who is the best and why? Fast. Good catching...) <p>Heart</p> <ul style="list-style-type: none"> • Use teamwork to complete objectives and games. • Communicate to build attacking and defensive play. 	<p>Hands</p> <ul style="list-style-type: none"> • Show basic invasion games skills in isolation that stem from running, jumping, throwing and catching. (e.g. bounce pass, chest pass). • Build attacking play. • Use space effectively. • Show basic skills to maintain possession. • Show basic control and accuracy when sending and receiving. • Show refined motor skill to use implements and equipment (e.g. hockey sticks). <p>Head</p> <ul style="list-style-type: none"> • Follow basic rules of modified games. • Use tactics to build attacking play. • Self-assess. Understand basic strengths and areas for improvement of own performance. <p>Heart</p> <ul style="list-style-type: none"> • Link skills to perform as a team. • Reflect on own performance in simple terms. 	<p>Hands</p> <ul style="list-style-type: none"> • Show increased confidence and consistency in invasion games skills such as dribbling, throwing and shooting in controlled environment. (e.g. drills involving opposing pressure to block/2v1. Not full gameplay) • Link these basic skills more fluidly. • Show a wider range of Handling skills. • Show passing and moving when attacking. • Use skills such as marking to defend. • Pass over longer distances. • Demonstrate increased speed and agility when needed during gameplay. <p>Head</p> <ul style="list-style-type: none"> • Show an understanding of specific invasion rules (e.g. footwork). • Use a small range of tactics in a competitive situation. • Self-assess. Evaluate strengths and areas for improvement, and how to correct them. <p>Heart</p> <ul style="list-style-type: none"> • Demonstrate a moderate level of endurance and fitness. • Work and communicate well as part of a team (e.g. when passing and moving) 	<p>Hands</p> <ul style="list-style-type: none"> • Select and apply the appropriate skills in game situations. • Combine more specific skills with confidence. (e.g. turning and dribbling while keeping possession) • Show increased ability to perform skills at speed. • Show Increased power and accuracy when sending and receiving the ball in a variety of situations. • Show strength, agility and coordination when defending. <p>Head</p> <ul style="list-style-type: none"> • Select and apply a range of tactics and techniques and apply with consistency. • To play effectively in a variety of positions and formations on the pitch. • Use peer assessment to help others improve (strengths and areas for improvement). <p>Heart</p> <ul style="list-style-type: none"> • Show effective teamwork when attacking and defending through communication. • Take individual responsibility for your role in a team. 	<p>Hands</p> <ul style="list-style-type: none"> • Deliberately apply aspects of fitness to the game such as power, strength, agility and coordination. • Perform more technical aspects of the game. • Combine and perform more complex skills at speed in games. • Perform more specific skills with high consistency and success in competitive situations. (e.g. turning and dribbling while keeping possession) <p>Head</p> <ul style="list-style-type: none"> • Select and implement a wider range of strategies to play defensively and offensively. • Use peer assessment to help others improve (strengths and areas for improvement) and compare similarities and differences between players and teams. • Use set plays in game situation and explain when and why they are used. <p>Heart</p> <ul style="list-style-type: none"> • Suggest, plan and lead simple drills for given skills. • Organise effectively as a team between defence and attack.

Invasion – Skills Covered

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball – Jump Ball, 2 handed shot. Defensive body position. Football – Using inside and outside of foot, trapping. Hockey – Using flat side of stick. Close control, preparing to tackle. Handball – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip. Lacrosse – Underarm and overarm throw. Groundball collection. Shot, pass and run. Netball – Chest, shoulder and bounce pass. Role of goal shooter. Dodging to get free. Collecting a loose ball. Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p>General – Passing over longer distances, use some marking technique and introduce some defending principles. Basketball - Use footwork rules, explore basic marking, crossover dribble, bounce pass, jump shot, triple threat position. Football – Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball. Handball – Protecting the ball, basic shooting, 3-man weave, turn on the move, 7m throw. Lacrosse – Following your pass, maintain unopposed possession, short range shooting, receive and turn. Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, pivoting, preliminary moves. Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession.</p>	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. Basketball – Block, forward pivot, forward pass, push pass, boxing out. Football – Turning with the ball, running with ball, keeping possession, step over. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Handball – Jump shot, closing angles, pivoting to pass, set plays. Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting. Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly. Basketball – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. Football – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest. Hockey – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition. Handball – Screening, organisation around the D, dribbling with precision in game, utilising space. Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. Tag rugby – Set play for attacking, take the distance not the time, spaces not faces.</p>

Invasion – Key Vocabulary and Curriculum links

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Vocabulary</u> Shooting. Hoops. Goals. Bounce. Score. Teamwork. Passing. Dribbling. Catch. Soul. Control. Push pass. Stick. Roll. In line. Aim. Accuracy. Tag. Tag belt. Space. Attack. Defend. Try. Dodge. React. Speed. Throw.	<u>Vocabulary</u> Shooting. Hoops. Goals. Bounce. Score. Teamwork. Passing. Dribbling. Catch. Soul. Control. Push pass. Stick. Roll. In line. Aim. Accuracy. Tag. Tag belt. Space. Attack. Defend. Try. Dodge. React. Speed. Chest pass. Net. Possession. Throw. Deflect. Overarm. Turning. Saving. Blocking. Tackle. Pivot. Bounce pass. Shadow. Mark.	<u>Vocabulary</u> Speed. Dodge. Positioning. Catch. Overarm. Underarm throw. Bounce. Side shot. Target. Strike. Roll. Deflect. Dribbling. Passing. Shoot. Chest pass. Space. Possession. Score. Bounce pass. Attack. Defend. Intercept. Block. Dummy. Turn. Save. Tackle. Pivot. Lob. Receive. Support. Shadow. Mark. Rebound.
<u>Curriculum links</u> Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	<u>Curriculum links</u> Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Curriculum links</u> Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Athletics – Knowledge Progression Overview

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>Hands</u></p> <ul style="list-style-type: none"> • Pupils will begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. • Develop agility, balance, and coordination through taking part in activities. <p><u>Head</u></p> <ul style="list-style-type: none"> • Recognise simple rules. • Begin to identify the needs for different speed and power. • Spot who/what is best and why in basic terms. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Increase stamina and core strength needed to undertake athletics activities. • Cooperate with others to carry out more complex tasks. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Develop power, agility, coordination and balance over a variety of activities. • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods of time. • Improve jumping for distance and height. <p><u>Head</u></p> <ul style="list-style-type: none"> • Reflect on own performance in simple terms. • Peer asses. Spot good performances by others and explain in simple terms. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Reflect on activities and make connections between a healthy active lifestyle. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force. <p><u>Head</u></p> <ul style="list-style-type: none"> • Self-assess. Understand basic strengths and areas for improvement of own performance. • Understand the basics of how events are scored. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Work well independently and with others to referee and judge simple activities. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Develop different ways of running, jumping and throwing for different events and activities. • Understand how different objects are best thrown. • Using a variety of equipment, ways of measuring and timing. <p><u>Head</u></p> <ul style="list-style-type: none"> • Investigate in small groups different ways of performing activities. • Comparing the effectiveness of different styles of runs, jumps and throws. • Self-assess. Evaluate strengths and areas for improvement, and how to correct them. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Work as teams to experiment and problem solve. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Develop a range of more complex techniques. • Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws demonstrating increasing power and accuracy. <p><u>Head</u></p> <ul style="list-style-type: none"> • Use peer assessment to help others improve (strengths and areas for improvement). <p><u>Heart</u></p> <ul style="list-style-type: none"> • Compete as part of a team. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Become confident and consistent in a range of more complex techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. <p><u>Head</u></p> <ul style="list-style-type: none"> • Accurately and confidently measure and time keep for both track and field events. • Use peer assessment to help others improve (strengths and areas for improvement) and compare similarities and differences between other children. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Work in collaboration and demonstrate improvement when working with self and others.

Athletics – Skills Covered

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump.	Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.

Athletics – Key Vocabulary and Curriculum links

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Vocabulary Throwing. Running. Jumping. Personal best. Speed. Competition. Races. Distance. Measuring.	Vocabulary Throwing. Running. Jumping. Personal best. Speed. Competition. Races. Distance. Measuring. Timing. Movement. Technique. Coordination.	Vocabulary Pace. Jumping. Throwing. Coordination. Measurements. Timing. Movement. Technique
Curriculum links Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.	Curriculum links Use running, jumping, throwing, and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Curriculum links Use running, jumping, throwing, and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance – Knowledge Progression Overview

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Hands</p> <ul style="list-style-type: none"> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. Compose and link actions to make simple movement phases. <p>Head</p> <ul style="list-style-type: none"> Able to build simple movement patterns from given actions. Respond appropriately to supporting concepts such as canon and levels. Spot what/who is best and why in basic terms. <p>Heart</p> <ul style="list-style-type: none"> Work well and cooperate in small groups. 	<p>Hands</p> <ul style="list-style-type: none"> Perform basic actions with control and consistency at different speeds and on different levels. Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs. Explore relationships through different dance formations. <p>Head</p> <ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances. Explain the importance of emotion and feeling in dance. Work as part of a group to create and perform short movement sequences to music. Peer asses. Spot good performances by others and explain in simple terms. <p>Heart</p> <ul style="list-style-type: none"> Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform. 	<p>Hands</p> <ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Build basic creative choreography skills in travelling, dynamics and partner work through a specific topic/theme (e.g. oceans). Delve deeper into opposing dynamics. <p>Head</p> <ul style="list-style-type: none"> Building improvisation skills to build a narrative around a theme. Self-assess. Understand basic strengths and areas for improvement of own performance. <p>Heart</p> <ul style="list-style-type: none"> Show confidence in performing on own or with a partner. 	<p>Hands</p> <ul style="list-style-type: none"> Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Use dynamic quality and formations to communicate character. Concentrate on one simple theme throughout and linking all activities to the communication of this to an audience. <p>Head</p> <ul style="list-style-type: none"> Develop a dance to perform as a group with a set starting position. Develop choreography and devising skills in relation to a theme. Self-assess. Evaluate strengths and areas for improvement, and how to correct them. <p>Heart</p> <ul style="list-style-type: none"> Show teamwork and leadership when working as a group. Take responsibility for own part in a team. 	<p>Hands</p> <ul style="list-style-type: none"> Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. <p>Head</p> <ul style="list-style-type: none"> Recognise and comment on dances suggesting ideas for improvement. Develop choreography and devising skills in relation to a theme. Show confidence in linking all activities to the communication of a theme to an audience. Use peer assessment to help others improve (strengths and areas for improvement). <p>Heart</p> <ul style="list-style-type: none"> Worked collaboratively in groups to compose simple dances. 	<p>Hands</p> <ul style="list-style-type: none"> Perform more complex compositional ideas. Demonstrating narrative through contact and relationships. Showing tension through pattern and formation. <p>Head</p> <ul style="list-style-type: none"> Develop motifs and incorporate into self-composed dances as individuals, pairs and groups. Talk about different styles of dance with understanding, using appropriate language & terminology. Use peer assessment to help others improve (strengths and areas for improvement) and compare similarities and differences between other children. <p>Heart</p> <ul style="list-style-type: none"> Work collaboratively to include more complex compositional ideas.

Dance – Knowledge Skills Covered

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds.	Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use a specific theme to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.	Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create our own floor patterns. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance.	Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5-action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.	Perform locomotor and nonlocomotory movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.	Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.

Dance – Key Vocabulary and Curriculum links

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Vocabulary</u> Canon. Teamwork. Smart. Neat. Performance. Movement. Express. Phase.	<u>Vocabulary</u> Canon. Teamwork. Smart. Neat. Performance. Movement. Express. Phase. Routine. Tutting. Beat of 8. Count. Choreography. Fluency.	<u>Vocabulary</u> Routine. Music. Movement. Co-ordination. Performance. Tutting. Canon. Unison. Fluency. Choreography
<u>Curriculum links</u> Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movements and patterns.	<u>Curriculum links</u> Develop flexibility, strength, technique, control, and balance. Perform dances using a range of movement patterns.	<u>Curriculum links</u> Develop flexibility, strength, technique, control, and balance. Perform dances using a range of movement patterns.

Net & Wall – Knowledge Progression Overview

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Hands</p> <ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Apply basic skills to beat the opposition. <p>Head</p> <ul style="list-style-type: none"> • Choose basic skills to beat the opposition. • Spot what/who is best and why in basic terms. <p>Heart</p> <ul style="list-style-type: none"> • Work well as an individual to show sportsmanship. 	<p>Hands</p> <ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it. • Begin to hit and return a ball using hands and racquets with some consistency. • Play modified net/wall games throwing, catching and sending over a net. • Improve agility and coordination and use in a game. <p>Head</p> <ul style="list-style-type: none"> • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Peer asses. Spot good performances by others and explain in simple terms. <p>Heart</p> <ul style="list-style-type: none"> • Show resilience when working as an individual. 	<p>Hands</p> <ul style="list-style-type: none"> • Begin to develop basic sport specific skills. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries. <p>Head</p> <ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Show some understanding of the modified court boundaries. • Self-assess. Understand basic strengths and areas for improvement of own performance. <p>Heart</p> <ul style="list-style-type: none"> • Work well as part of a team to complete a game objective. 	<p>Hands</p> <ul style="list-style-type: none"> • Use different shots with both the forehand and backhand. • Become more confident and consistent in the basic sport specific skills. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Develop returning a serve. • Demonstrate different court positions in gameplay. <p>Head</p> <ul style="list-style-type: none"> • Understand different court positions. • Start to implement basic volley2s rules. • Self-assess. Evaluate strengths and areas for improvement, and how to correct them. <p>Heart</p> <ul style="list-style-type: none"> • Understand the rules enough to lead or umpire a simple game. 	<p>Hands</p> <ul style="list-style-type: none"> • Use different types of serves in-game. • Demonstrate new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Begin to perform Volley shots and Overhead shots. <p>Head</p> <ul style="list-style-type: none"> • Understand more specific Tennis service rules. • Develop further ways of playing with others cooperatively and in competition through tactics. • Use peer assessment to help others improve (strengths and areas for improvement). • Understand more specific Tennis service rules. <p>Heart</p> <ul style="list-style-type: none"> • Understand individual role as part of a team game. • Develop further ways of playing with others cooperatively and in competition. 	<p>Hands</p> <ul style="list-style-type: none"> • Develop a wider range of shots. • Play with fluency with a partner in both singles and doubles/partner scenarios. • Become more proficient at backhand shots. <p>Head</p> <ul style="list-style-type: none"> • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. • Begin to use full scoring systems. • Continue developing doubles play and tactics to improve. • Use peer assessment to help others improve (strengths and areas for improvement) and compare similarities and differences between other children. <p>Heart</p> <ul style="list-style-type: none"> • Become more confident in playing as part of a team. • Show good communication skills during gameplay.

Net & Wall – Skills Covered

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.	Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.	Badminton – Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries. Rally with a partner. Send and return over a net. Serve using the forehand. Tennis – Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets. Sitting volleyball – Ready position. Seated movement. Overarm seated serve. Team contacts.	Badminton – Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play. Volleyball – Rainbow pass. 3 contacts. Ready position and smooth movement. Moving to the net.	Badminton – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time. Tennis – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.	Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles. Tennis – Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.

Net & Wall – Key Vocabulary and Curriculum links

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Vocabulary Racket. Low. High. Balance. Ball control. Score. Position. Movement. Aim. Accuracy. Roll. Send. Throw. Bounce. Catch. Underarm. Ready position. Feed. Receive. Cooperate. Forehand. Shuttlecock.	Vocabulary Racket. Low. High. Balance. Ball control. Score. Position. Movement. Aim. Accuracy. Roll. Send. Throw. Bounce. Catch. Underarm. Ready position. Feed. Receive. Cooperate. Partner. Power. Swing. Forehand. Backhand. Volley. Shuttlecock.	Vocabulary Rally. Racket. Court target. Power. Accuracy. Free Space. Control. Swing. Cooperative play. Aim. Movement. Direction. Cooperative. Strategy. Volley. Forehand. Backhand. Drop. Lob. Bounce. Shuttlecock.
Curriculum links Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.	Curriculum links Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Curriculum links Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Striking & Fielding – Knowledge Progression Overview

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>Hands</u></p> <ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. <p><u>Head</u></p> <ul style="list-style-type: none"> • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. • Spot what/who is best and why in basic terms. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Work well as part of a team and how to help your team. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Begin to play the role of wicketkeeper or backstop. <p><u>Head</u></p> <ul style="list-style-type: none"> • Understand how to score point in simple games. • Understand simple tactics when batting and fielding. • Peer asses. Spot good performances by others and explain in simple terms. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Attempt to work as a team to field. • Understand basic individual roles as a member of a team. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Adhere to some of the basic rules of cricket of striking and fielding games. • Develop a range of skills to use in isolation. • Apply some skills in competitive context. • To use basic skills with more consistency including striking a bowled ball. <p><u>Head</u></p> <ul style="list-style-type: none"> • Use simple tactics to complete fielding tasks. • Self-assess. Understand basic strengths and areas for improvement of own performance. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Work cooperatively with others to complete tasks. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Become more proficient in range of striking and fielding skills they and apply in a competitive context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent. • Use decision making to attempt direction when striking. <p><u>Head</u></p> <ul style="list-style-type: none"> • Choose and apply a range of simple tactics in isolation. • Use simple tactics in a game context. • Use decision making to attempt direction when striking. • Self-assess. Evaluate strengths and areas for improvement, and how to correct them. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Become more confident in different roles of a team. • Cooperate well with teams in game situations. 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Develop more sport specific skills in isolation. • Become more confident and consistent when striking with intent. • Develop retrieving and returning the ball. <p><u>Head</u></p> <ul style="list-style-type: none"> • Collaborate with a team to choose, use and adapt rules in games. • Show more confidence when choosing tactics to apply. • Use peer assessment to help others improve (strengths and areas for improvement). <p><u>Heart</u></p> <ul style="list-style-type: none"> • Recognise how some aspects of fitness apply to striking and fielding (e.g., power, flexibility, and cardiovascular endurance). 	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Attempt a small range of shots when striking in isolation and in competitive scenarios. • Become proficient in more sport specific skills. • Link and combine a range of skills with fluidity. • Retrieve and return a ball with consistency aligned with tactics. <p><u>Head</u></p> <ul style="list-style-type: none"> • Apply rules with consistency in a variety of different styles of games. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. • Use peer assessment to help others improve (strengths and areas for improvement) and compare similarities and differences between other children. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Show leadership and knowledge to umpire small games.

Striking & Fielding – Skills Covered

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.	Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball.	General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball. Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper. Rounders – Consistently hit one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.	General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. Rounders – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.	General – Throw for accuracy over short distances. Recognise where to play. Cricket – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up and correct ball grip. Forward defensive shot. Developing knowledge of on and off side as well as specific fielding positions. Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.	General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. Cricket – Ring field positions, mid on, mid off, mid wicket and cover. Bowling short. On drive. Attacking fielding roles slip, silly point and short leg. Rounders – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.

Striking & Fielding – Key Vocabulary and Curriculum links

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Vocabulary</u> Throwing. Batting. Feilding. Catching. Wickets. Striking. Long barrier. In line. Tracking. Wicket keeper. Underarm. Overarm. Feeder. Score. Control. Backstop. Run. Shot. Bowl.	<u>Vocabulary</u> Throwing. Batting. Feilding. Catching. Wickets. Striking. Long barrier. In line. Tracking. Wicket keeper. Underarm. Overarm. Feeder. Score. Control. Backstop. Run. Shot. Bowl. Aiming. Points/runs. Bases.	<u>Vocabulary</u> Fielding. Striking. Teamwork. Bowling. Wicket Keeper. Long Barrier. Wickets. Runs. Batting. Aiming. Overarm. Underarm. Backstop. Bases.
<u>Curriculum links</u> Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	<u>Curriculum links</u> Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Curriculum links</u> Use running, jumping, throwing, and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Outdoor Adventurous Activities (OAA) Knowledge Progression Overview

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Hands</p> <ul style="list-style-type: none"> • Move in different directions and a variety of different ways. • Participate in games following rules and playing fairly. • Begin to plan how to solve problems. • Participate in competition with others, completing a simple orienteering event. <p>Head</p> <ul style="list-style-type: none"> • Participate in games following rules and playing fairly. • Introduction to a compass and directions (N, E, S, W.). • Spot what/who is best and why in basic terms. <p>Heart</p> <ul style="list-style-type: none"> • Work independently, as well as cooperatively in small groups. • Understand how communication can help to solve problems with others 	<p>Hands</p> <ul style="list-style-type: none"> • Introduction to map reading. Be able to use some basic features on a map to select and plan a route. • Work well in big groups, sharing, taking turns, and cooperating with others. • Begin to understand the competitive side of orienteering and take part in an orienteering event. <p>Head</p> <ul style="list-style-type: none"> • Understand what a compass is used for and be able to use the direction points. • Has knowledge of safety rules and procedures for taking part in orienteering events. • Peer asses. Spot good performances by others and explain in simple terms. <p>Heart</p> <ul style="list-style-type: none"> • Meet challenges effectively working as part of a team. • Begin to problem solve with others. 	<p>Hands</p> <ul style="list-style-type: none"> • Create and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination. <p>Head</p> <ul style="list-style-type: none"> • Participate in competitive orienteering events, following instructions of the game. • Recognise that activities need thinking through and planning. • Self-assess. Understand basic strengths and areas for improvement of own performance. <p>Heart</p> <ul style="list-style-type: none"> • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. 	<p>Hands</p> <ul style="list-style-type: none"> • Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. <p>Head</p> <ul style="list-style-type: none"> • Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Self-assess. Evaluate strengths and areas for improvement, and how to correct them. <p>Heart</p> <ul style="list-style-type: none"> • Work cooperatively and successfully as part of a team, improving communication skills. 	<p>Hands</p> <ul style="list-style-type: none"> • To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members. <p>Head</p> <ul style="list-style-type: none"> • Understand relevant techniques to navigate to and from control point. • Develop communication skills and use these skills to achieve success. • Use peer assessment to help others improve (strengths and areas for improvement). <p>Heart</p> <ul style="list-style-type: none"> • Work within a team trusting and valuing each other. 	<p>Hands</p> <ul style="list-style-type: none"> • Take part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering. <p>Head</p> <ul style="list-style-type: none"> • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge. • Understand elements and scaling confidently. • Use peer assessment to help others improve (strengths and areas for improvement) and compare similarities and differences between other children. <p>Heart</p> <ul style="list-style-type: none"> • Build confidence during team activities.

Outdoor Adventurous Activities (OAA) – Skills Covered

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Follow simple instructions. Recognise, remember, and match some symbols. Perform physically challenging actions. Follow a movement pattern with others. Take part in competitive races and work with a partner. Undertake simple speed stack arrangements.	Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use in a simple way.	Use non-verbal communication effectively. Develop further simple map reading skill. Respond to and resolve problems as a team. Participate in trust activities. Plan on route map.	Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success.	Use memory and recall skills. Work at maximum physical capacity e.g., when running. Use control cards. Perform under pressure. Perform safely and with control.	Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas.

Outdoor Adventurous Activities (OAA) – Key Vocabulary and Curriculum links

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Vocabulary</u> Teamwork. Map. Route. Compass. Directions. Safety. Problem solving. Challenge.	<u>Vocabulary</u> Teamwork. Map Skills. Indoor mapping. Picture Orienteering. Control Plotting. Communication. Problem Solving.	<u>Vocabulary</u> Teamwork. Map Skills. Indoor mapping. Picture Orienteering. Control Plotting. Communication. Problem Solving.
<u>Curriculum links</u> Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	<u>Curriculum links</u> Take part in outdoor and adventurous activity challenges both individually and within a team.	<u>Curriculum links</u> Take part in outdoor and adventurous activity challenges both individually and within a team.

Gymnastics – Knowledge Progression Overview

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Hands</p> <ul style="list-style-type: none"> • Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. • Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Develop agility, balance, and coordination, • Perform movement phrases using a range of different body actions and body parts. <p>Head</p> <ul style="list-style-type: none"> • Create linked movement phrases with beginning, middle and ends. • Describe what skills themselves or others have done. <p>Heart</p> <ul style="list-style-type: none"> • Cooperate well with others. • Collaborate in pairs 	<p>Hands</p> <ul style="list-style-type: none"> • Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Continue to develop agility, balance, and coordination. <p>Head</p> <ul style="list-style-type: none"> • Memorise and recall gymnastic actions. • Peer asses. Spot good performances by others and explain in simple terms. <p>Heart</p> <ul style="list-style-type: none"> • Describe and understand in simple terms changes in heart rate. 	<p>Hands</p> <ul style="list-style-type: none"> • Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance. <p>Head</p> <ul style="list-style-type: none"> • Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. • Self-assess. Understand basic strengths and areas for improvement of own performance. <p>Heart</p> <ul style="list-style-type: none"> • Describe what effect exercise has on the body in simple terms. 	<p>Hands</p> <ul style="list-style-type: none"> • Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. <p>Head</p> <ul style="list-style-type: none"> • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Self-assess. Evaluate strengths and areas for improvement, and how to correct them. <p>Heart</p> <ul style="list-style-type: none"> • Collaborate with others. • Share and create with a partner. 	<p>Hands</p> <ul style="list-style-type: none"> • Perform movements accurately with a sense of rhythm. • Explore, improvise, and combine movement ideas fluently and effectively. • Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. • Develop flexibility, strength, control, technique, and balance. <p>Head</p> <ul style="list-style-type: none"> • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. • Use peer assessment to help others improve (strengths and areas for improvement). <p>Heart</p> <ul style="list-style-type: none"> • Rehears with a group or partner. • Listen to others to improve own performance. 	<p>Hands</p> <ul style="list-style-type: none"> • Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. <p>Head</p> <ul style="list-style-type: none"> • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence. • Create short warm up routines that follow important principles. • Use peer assessment to help others improve (strengths and areas for improvement) and compare similarities and differences between other children. <p>Heart</p> <ul style="list-style-type: none"> • Create, lead and be part of warm up routines.

Gymnastics – Skills Covered

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support	Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. Arabesque, bridge.	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing. Smooth transitions and extension.	Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow.	Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways.	Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops. Devising warm-ups.

Gymnastics – Key Vocabulary and Curriculum links

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Vocabulary</u> Key shapes. Teamwork. Smart. Neat. Performance. Movement. Express. Balance. Roll. Straight. Tense	<u>Vocabulary</u> Gymnastic mats. Marker spots. Cones. Benches. Hoops. Tables. Beanbags. Finish. Timing. Coordination.	<u>Vocabulary</u> Pace. Jumping. Throwing. Coordination. Measurements. Timing. Movement. Technique. Vault. Power. Balance. Landing. Finish.
<u>Curriculum links</u> Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.	<u>Curriculum links</u> Develop flexibility, strength, technique, control, and balance. Perform dances using a range of movement patterns.	<u>Curriculum links</u> Develop flexibility, strength, technique, control, and balance. Perform dances using a range of movement patterns.